

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIII.

ST. LOUIS, APRIL, 1880.

No. 4.

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ST. LOUIS, APRIL, 1880.

No. 4.

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J. B. MERWIN, Managing Editor.
HON. E. D. SHANNON, PROF. J. BALDWIN, PROF. G. L. OSBURN, PROF. C. H. DUTCHER, Associate Editors.

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The outlook never was more hopeful and promising. Let us be ready to do all our duty in securing the largest possible attendance of the children, so as to insure the best results.

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Our teachers do themselves great credit in thus stating the sources of their information, and acting upon it.

If school officers will take a little of the "Incidental Fund" and invest enough to secure a copy of Stevenson's "School District Counsellor," price, sent by mail, \$1.60, and a copy of "Roberts' Rules of Order," price, by mail, 75 cts., they will find it the best investment that can possibly be made. It is not only legitimate, but almost an absolute necessity for every school district to own and consult these two books.

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MANY of the leading educators of this country are contributors to the columns of this paper.

ACTIVE NONSENSE.

BY ANNA C. BRACKETT.

PERHAPS there is nothing better calculated to impress us with respect for the power of the human mind than to glance for a moment at some of the grammars now in use in our school rooms. For how any child can work over them and finally emerge from the school room with any clearness at all in his head, it is almost impossible to imagine. There must be a preservative power inherent in the mind which mercifully holds it back from paying attention to the meaning of the sentences learned, as is proved by the fact that there undoubtedly are quite a respectable number of men and women who have survived the ordeal of study of such books. Our geographies endeavor to stuff their minds with utterly useless and disconnected facts, good only to lumber up the mental processes. Our readers, most of them, fill the mind with poor English and ill-constructed stories or poems. All this is bad enough. But when we come to the grammars we seem to have machines deliberately constructed with special intent to hopelessly entangle the mental processes, and leave the child in a state of confusion bordering on insanity.

Let us be thankful that for children with such text books and under some teachers there remains the power of inattention which is their only safeguard.

In English grammar, where the effort is to create something out of nothing, and to force the child to "make believe" and see distinctions which do not exist, we expect to find nonsense, and we are not disappointed.

But when we come to Latin, a language which has a complicated grammatical structure, and one which has been made the object of study for hundreds of years, we might expect the distinctions to be clearly drawn and the classifications to have some show of logic.

But what we do find in many Latin grammars now in use as elementary text books is an entanglement from which every wise teacher will carefully turn away the eyes of her pupils. "Cross that page out," she will say on assigning the next lesson. "Don't one of you dare even to read it over! It is nonsense. Don't look at it."

The subject is the classes of verbs. Can anything be simpler than the truth? There are only two kinds of verbs, and those are transitive and intransitive. The transitive verb requires an object, the intransitive verb none. In more philosophical phrase, the action of the intransitive verb is

contained within itself, that of the transitive is not. If we attempt to give an object to an intransitive verb, we can either give it only the noun expressing the state corresponding to the verb itself, or repeat the subject under the form of the compound personal pronoun.

The transitive verb, dealing as it does with two entities, the action passing over from one to another, we are at liberty to look at the action from the point of view of either of them, to view the action from its starting limit or from its receptive limit, and hence we may have two expressions for the same fact. We have for transitive verbs an active and a passive voice. From the very nature of the intransitive verb, it can have no distinction of voice as it makes not the slightest difference from which end we regard the action that has its end within itself. That is all there is of it. Two classes of verbs and to one of them two forms or voices.

But now for the grammar: "Verbs may be divided into four classes: active, passive, neuter and deponent."

We might as well begin a treatise on ethnography with the somewhat startling sentence:

"Men may be divided into four classes: 'Tall, short, hungry, and rich.'

But our author, and I am quoting word for word from an author in very common use, an LL.D. at that, goes on:

"Active verbs express action, and are divided into transitive and intransitive."

To carry out the simile, we might also go on:

"Tall men are those above the medium height and are divided into good and bad."

To return to our LL.D.: "Passive verbs express passion." Now to a child mind what idea is given by the word "passion" except anger? When a word has entirely lost its original meaning we submit that the attempt should be given over to try and force that original meaning upon it.

There are plenty of patient Jobs in the original sense but never a patient Job in the only modern sense. Such literary affectations ought to be banished from elementary text books. But the author goes on to explain the term in a parenthesis. "Passion (that is the receiving or suffering of an action) as laudor, 'I am praised.'"

Now when the boy of 10 years is told that the suffering of an action is illustrated by the expression "I am praised," what idea, in the name of common sense, can he be expected to derive from it? If he be a sensible boy he shuts his book with disgust.

But let us go on: "Neuter verbs express neither action nor passion but simply being or a state of being, as dormed 'I sleep.'" A remark immediately below says that "Neuter verbs are few in number and are often classed under intransitives."

That is, one of our four primary classes—which must be logically supposed to be the most clearly distinguished from each other—is often put as a sub-class of one of the other primary classes! It is as if we should say, "Hungry men are few in number and are often classed under tall men."

We go on: "Deponent verbs have the passive form but an active meaning." That is in our ethnography, Rich men are those that look as if they were tall, but they are really short."

I know that men are not verbs, but I submit that the confusion in the case of the ethnographical lesson would be no greater than would exist in the pupil's mind after really endeavoring to master the above classification of verbs.

If we could only have our text books thoroughly revised by some practical and common-sense teacher who would give us the simple common sense of the thing, whatever it is, and plenty of exercises and examples, so that the truth, pure and simple would gradually shine into the mind of the pupil without so much verbiage—and more than all, if we could only find the teachers who are real genuine teachers, not talkers or lecturers or hearers of lessons, what a joyful time the children would have and how delighted the public would be! The colleges are not fitting them for us. Are the normal schools making them ready? The field's are white, but where are the reapers?

• • •

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EDUCATIONAL COLUMNS.

OUR teachers and county superintendents are interesting themselves in this matter of using the columns of the local press, to a larger extent than ever before, and the results are already manifest.

People are reading these facts—they are talking over the advantages of longer school terms, of securing better teachers; they are making arrangements to pay them more promptly, too.

We give below, as a specimen of what is being done in this direction, an "educational column," which we clip from one of our Illinois exchanges, published at Vandalia.

Local papers that can secure such reading, and teachers who can present such facts in such a way, sweep a circuit as wide as the reach of intelligence, and as lasting as the mind itself:

EDUCATIONAL COLUMN.

BY J. W. HENNINGER.

DISTRICT LIBRARIES.

With some conception of the awful powers and benefits of the newspaper and the periodical; with a spell-bound wonder and admiration for their good, and almost a horror for their wrongs, I want to say something of books.

All honor to the grand work of the noble newspaper. Everybody ought to take one or more; some of them are good supplements for the Bible.

The magic power that books wield over the student and statesman might be seen to some extent in the common school, if each school district had, as it ought to have,

A LIBRARY.

Now, by a library I do not mean the Astor, or the Imperial of Paris, with their thousands of volumes; I mean twenty or thirty child's books of history, philosophy, literature and fiction, together with some other works for the older people of the school district. With these in a school, and a live teacher to conduct it, the school would become a

little paradise to the children, a happy resort for loving, anxious parents. By this means the children would not only see the broad avenues that

LEAD OUT INTO LIFE,
but they would have new incentives to study as a means of getting into the secrets and surveying the beauties of not merely these, but other books. Then most potent of all others, would be the influence of the parents coming to the school to get reading matter where they would pause to kindly criticise and measure progress. The idea of district libraries is not original with me. Why, in this great State there are hundreds of them already in use.

We want them more accessible; we want them in every county and in our own community. We can have them with a very little effort. The proceeds of two or three

GOOD ENTERTAINMENTS
would buy them. The nature of this column will not allow me to anticipate or detail many of the grand results of a district library.

Let me use the words of the masters who have couched into the fewest sentences their matured opinions of books. From those decide whether sacrifices can be made for libraries.

E. P. WHIPPLE:

"Books, light houses erected in the great sea of time—books, the precious depositories of the thoughts and creations of genius—books, by whose sorcery times past become times present, and the whole pageantry of the world's history moves in solemn procession before our eyes—these visit the fireside of the humble and lavish the treasures of the intellect upon all classes."

The observation and experience of all ages are preserved to us in literature."

EDWARD EVERETT:

"Whoever has learned to read, possesses the keys of knowledge, and can whenever helpless not only unlock the portals of her temple, but penetrate to the inmost and most secret cabinet."

DR. JOHNSON
said that he "always went into state-
ly shops." He meant that he always sought the best company—just what the standard authors are.

EMERSON,
the philosopher of Concord, enjoins us to "consider what you have in the smallest chosen library."

ANOTHER
adds: "A company of the wisest, wittiest men that can be picked out of all countries in a thousand years, have set in best order the results of their learning and wisdom."

JOHN MILTON:

"Who kills a man, kills a reasonable creature, God's image; but who

destroys a good book, kills reason itself, kills the image of God, as it were in the eye. Many a man lives a burden upon the earth; but a good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose for a life beyond life."

BACON:

"Some books are to be read with diligence and attention." * * * * * "Reading maketh a full man." "Histories make a man wise; poets, witty; the mathematics, subtle; natural philosophy, deep, moral, grave; logic and rhetoric, able to contend."

We should think every local paper in the country would like to secure such a column as the above, showing the people the *power* of the *printed page*.

Our suggestions to provide for the more prompt and liberal payment of our teachers, by the school meetings on the 6th of April, have met with a ready and cordial response among tax-payers and school officers. Large numbers assure us that this will be done.

Teachers have been doing much better work than formerly; examiners are more careful in granting certificates, and the result has been that a better class of teachers have been secured for the schools.

It is well to be a little more rigid and exact in these examinations, and to be a little more careful in granting certificates. Then there will be less competition. There are plenty of good teachers to fill every vacant place in our schools.

POWER OF THE PRINTED PAGE.

THE New York School Journal, one of the very best educational journals on our exchange list—a journal we always read with interest and profit—a journal we should like to see in the hands of ten thousand teachers and tax-payers in this State—describes the kind of men we need to have duplicated in these terms:

The editor asks: What are the principals of our public schools doing by means of the press to help on education? "In the summer of 1828 a class of forty was graduated at Dartmouth College,

EVERY FOURTH MAN of which became a college officer." The three of the forty who are the most likely to be remembered for permanent work were not "honor men."

Among all the graduates of that college few have done more to effect society for generations than Milo P. Jewett (still living), Edmund O. Hovey, and Caleb Mills—the two latter having ceased from their labors.

"Professor Mills"—for so he was

called by all who knew him, although honored with the degrees of D.D. and LL.D.—came to

INDIANA

in November, 1833, having accepted his appointment as the first principal of the Crawfordsville High School. He had noted the badness of the schools in Indiana, and he had resolved to settle there, to make them better.

In January, 1833, he wrote to the Rev. James Thompson of Crawfordsville: "We must change public sentiment in Indiana, remove prejudice, and bring the free public school to

EVERY DOOR.

We must raise up good teachers, to take the place of the present race of pedagogues.

The governors and legislatures of Indiana for ten years previous to December 6, 1846, had not

OFFICIALLY

mentioned the subject of popular education. They had discussed fine stock, internal improvements, swamps, lands, and politics; but not once "the free school for all the children." On the date named above an anonymous writer, over the now famous signature "One of the People," published an address on

POPULAR EDUCATION.

to the members of the legislature of Indiana. With trenchant humor he told them that the governors and legislatures had discussed everything but free common schools; that every seventh adult in the State could not read; that in some of the counties every fourth, third, or even second adult

COULD NOT READ; and that the State was not only the lowest among the free States in this respect, but that it was lower than some of the slave States.

He plead for a change and showed how it could be effected. This message of "One of the People" lifted Gov. Whitcomb out of his indifference, eight days afterward, to add a good, rousing paragraph on the condition of popular education.

The next December, 1847, the day after the governor had delivered his annual message to the legislature, the second message from "One of the People" was laid on the desks of its members. It was full of educational facts, counsel, appeal, and argument. It glistened with good, wholesome wit. So well had the unknown writer put his point that the legislature passed an act requiring the judges of election at the October election, 1848, to ask each voter, after he had deposited his ballot *viva voce*: "Are you in favor of free public schools?" And by a

MAJORITY OF SIXTEEN THOUSAND the people said "yes" to the question. It was a great result.

In December, 1848, on the second day of the meeting of the legislature—the day after the governor's message—"One of the People," appreciating the power of

THE PRINTED PAGE,

laid his "Third Annual Message on Popular Education" on the desks of the members. It was worthy to succeed the two that preceded it, and swelled the current of public sentiment. It, too, was a power, although the governor utterly ignored the school now, as formerly.

In December, 1849, the same trenchant writer laid his fourth message on the desks of the members and this time with effect. The educational question became a prominent one before the constitutional convention summoned by this legislature. It began its sessions October 7, 1850, and finished February 10, 1851.

"ONE OF THE PEOPLE"

sent one of his noblest messages on popular education to this convention and it succeeded, under the leadership of Mr. John I. Morrison, one of the ablest educators of the State. The convention placed the free public school in the constitution and the people approved it.

All this while the writer had preserved his own secret; but by this time it had got out, and Professor Mills, of

WABASH COLLEGE, was acknowledged a leader in the work of educating the masses.

In December, 1851, he laid his sixth and last annual message on the desks of the members of the legislature, and the Senate ordered 5,000 copies to be printed.

Our teachers would do well to learn the lesson and circulate the *printed page*.

It is a magnificent result. The school fund of Indiana is now over nine millions and is growing larger. There are over 13,000 teachers in these rooms and several hundred thousand pupils.

It was a wise suggestion of one of our leading county papers, to take up less space with political *chaff*, and more with setting forth the advantages of the county as a place in which to locate; showing its agricultural resources, its school advantages, its railroad facilities, and its abundance of cheap lands, well watered, well timbered, &c., &c.

This is not so good a year as some others to drop political discussion, but the newspapers and the people too, would be better off if this "heroic" treatment could be brought about.

Good schools, cheap lands, access to market, and a cordial welcome to all good citizens, will draw valuable wealth-producing, law-abiding immigrants into a large number of counties in this State.

COURSE OF STUDY IN HISTORY.

BY W. T. HARRIS.

WE continue the extracts from the Course of Study in History, and ask attention to one or two of the points touched upon in our last issue as to

THE VALUE OF INSTITUTIONS

In the family, each one reaps the collective nurture of all: the child has his feeble strength and inexperience reinforced by the mature strength and wisdom of his parents and elders; wavering old age finds its auxiliary in youth. The inequalities of health, age, sex and disposition are thus complemented and rendered innocuous. Again, in civil society, the division of labor equalizes the differences of climate and season and the capabilities for skill, and enables each one to concentrate his whole time and attention upon a special branch of industry, and thus gain great skill and great productive power; while by trade and commerce he is allowed to share in the productions of all mankind, in all climes, and in all seasons. In

THE STATE,

each citizen is protected in his lawful vocation by the solid force of the entire nation. Looked at as thus reinforced by institutions, the individual before our eyes grows in size and power until we see him as a giant, or as a magician, possessed of super-human strength, shoes of swiftness, and omniscient intellect. The ability to see man's greater selves, as embodied in institutions, is a faculty of the mind which has been called *insight*.

In our last number we passed over all the points up to the

FOURTH QUARTER,

up to the point of the famous roads out of Rome, Appian and Flaminian Ways, and others; the significance of road building as a means of security to the Government, besides its use in exchanging productions and in social intercourse—compare those roads with modern railroads; the system of aqueducts of Rome compared with the water-works of St. Louis, Chicago, New York and Boston; the national walls built for defence, and protected by towers, and with a highway for easy communication on the inside—The Chinese wall, Hadrian's wall in the North of England, between the Solway and the Tyne, and his wall connecting the Rhine and the Danube; the wall of Antonius in Scotland—compared with the modern chains of forts along rivers or the sea-coast.

FOURTH YEAR OR GRADE.

(In this grade there is a thorough review of the geography of North America and the West Indies.)

First quarter: Columbus—Birthplace, childhood, education, early travels; his idea of the shape of the earth; Martin Behaim's map; his journey to England; journey to "Friesland," or Iceland; application to Portugal; Queen Isabella; his discovery; subsequent fate. Vasco Da Gama, Amerigo Vespucci, Balboa, Cabot, Verrazani, Cortereal, Magellan, Cortez, Pizarro, De Soto; settlement of St. Augustine.

Second quarter: Exploration of the Hudson River; of Lake Champlain, and the great lakes; descent of the Mississippi; settlements at Plymouth, Boston, Salem, Hartford, Providence, New York, Baltimore, Jamestown, Philadelphia, Charleston and Savannah.

Third quarter: The Indian tribes; King Philip's war; witchcraft; union of the New England colonies; wars with the French colonies and allied Indians on the north and west, in the time of King William, Queen Anne, and King George; French and Indian war—capture of Fort Du Quesne, Niagara, Ticonderoga and Quebec, with incidents; something about the biographies of William Pitt (Chat- ham), Washington, Braddock, Mont- calm, Abercrombie, Wolfe.

Fourth quarter: British oppression; Colonial Congress; battles of Lexington and Bunker Hill, Long Island, Trenton, Brandywine, Bennington, Saratoga, Monmouth, Camden, Cowpens, Eutaw Springs, Yorktown; short biographical sketches of Greene, Gates, Arnold, Morgan, Steuben, Lafayette, Cornwallis, Burgoyne, Rochambeau, Pulaski, Marion, Sump- ter, Kosciusko, De Kalb, Franklin, Samuel Adams, John Adams, Stark, Putnam, and a fuller account of Washington. The biography of Washington is in itself a history of the country from the beginning of the French and Indian war to the adoption of the Constitution.

In this grade, as in the preceding, very great care must be taken not to undertake any subject that cannot be presented in clear and distinct outlines and without complex details. Only a few of the topics above given will be used in any one quarter, the teacher selecting such as can be made most interesting and suggestive. In all cases there must be maps drawn on the black-board, showing localities of the actions described and the routes taken.

FIFTH YEAR OR GRADE.

(Geography in this grade treats in detail North and South America, and Europe.)

First quarter: Great Britain; its inhabitants as found by Julius Cæsar; its conquest by the Romans; the celebrated walls of defence against the northern tribes; Druids; tin of Corn-

wall; invasion of the Saxons; Egbert and the Heptarchy; King Alfred; the massacre of the Danes; battle of Hastings, King William the Conqueror and his disposition of the lands.

Second quarter: Richard Cœur de Lion; John and the Magna Charta; Edward I. and II.; William Wallace and Robert Bruce; Bannockburn; Wat Tyler; the first Parliament; the Black Prince, and his victories in France; use of gunpowder; Joan of Arc, and the siege of Orleans; the Wars of the Roses; Richard III.; Flodden Field; the art of printing.

Third quarter: Henry VIII.; Elizabeth; the Spanish Armada; Mary, Queen of Scots; King James; Charles I. and Cromwell; the plague in London; Charles II.; the Revolution, and William of Orange; new articles of commerce—coffee, tobacco, etc.

Fourth quarter: Marlborough, and the battle of Blenheim; Gibraltar; the united Parliaments of England and Scotland; Chatham; Charles Edward's career, and defeat at Culloden; English conquest of India; the victories of Nelson and Wellesley (and later as Wellington); English colonization.

The same care as to making maps on the black-board should be exercised as in the previous grade. The geography and chronology of historical events are essential to give clearness of conception.

SIXTH YEAR OR GRADE.

(Geography is completed and again reviewed in this grade.)

First quarter: Chaldean Empire, in the valleys of the Tigris and Euphrates, and extending west to the Mediterranean—make a map showing its eight cities, and give any scraps of history that can be found of interest; the Assyrian Empire, succeeding the Chaldean, having its beginning at Asshur and Nineveh, near the forks of the Upper Tigris, and conquering Babylon and the Chaldean monarchy about 1250 B. C., extending its conquest north to the Black Sea, west to the Mediterranean, and south into Egypt—make a map showing the whole course of the Tigris and Euphrates and the river valleys, also the river Halys to the Black Sea, the eastern shore of the Mediterranean, and the Lower Valley of the Nile; the Egyptian monarchy: its old cities, Thebes and Memphis, the Nile and its freshets, its contest with the desert, the Pyramids, the Sphinx, the mummies in the caverns of the hill-side, supposed conquest of Syria, Nineveh, and Babylon (B. C. 1450) by Thothmes II.; Sesostris (B. C. 1330), conquest of Syria; Media (highlands northeast of the river valley of the Tigris), Lydia (nearly all of Asia Minor), Babylonia (extending to the Mediterranean Sea, and includ-

ing the Lower Valley of the Tigris and Euphrates), succeed Assyrian supremacy, and with Egypt form the four great powers; the Persian monarchy, under Cyrus (B. C. 558-529), conquers all of the great powers, and even penetrates into Europe and conquers Thrace, and on the east it extends to the Indus river, and includes Bactria and Sogdiana; sketch the history of Cambyses, Darius I., Xerxes I., so far as relates to their conquests in Egypt and in Europe.

The material for history of these nations is very scanty, and not easily made interesting to children. Persia is the only one with well-settled chronology, and the one of most interest, because of its relations to Greece. One large map should be made on the black board, giving ancient and modern names to the places; it should show each of the empires at their greatest extent, and in particular all of the ancient cities mentioned. Whatever can be made of interest regarding those cities and their inhabitants, should be made most prominent; next the succession of empires, and the removal of the seat of empire from one place to another (Babylon, Nineveh, Thebes, Ecbatana, Susa, etc.). The six chief cities of Jerusalem, Jericho, Bethlehem, Nazareth, Baalbec, Damascus, Palmyra, Sardes. Whenever the work of this quarter is taken up, much of what is above indicated will doubtless be omitted, but the omission should not include the great cities, nor the history of Persia.

Second quarter: Greece: its locations, its divisions; the location and history of Sparta, Athens, Corinth, Thebes, Delphi, Troy, Salamis, Marathon, Arcadia, Argos, Thermopylae, Plataea; short biographical sketches of Solon, Lycurgus, Miltiades, Aristides, Cimon, Pericles, Leonidas, Socrates, Themistocles, Demosthenes, Epaminondas, Philip, and a more extended biography of Alexander, with an account of his conquests of Persia and Egypt.

Third quarter: Rome: its seven hills; the story of its origin; the legends of Numa, of Coriolanus, of Cincinnatus; Camillus; sack of Rome by the Gauls under Brennus; Pyrrhus; first Punic war, Regulus; second Punic war, the Metellus, Hamilcar, Hannibal, Scipio; third Punic war, fall of Carthage and of Corinth; Mithridates, Jugurtha, Marius, Sylla, Pompey.

Fourth quarter: Julius Cæsar: his conquests in Gaul, Britain, and Germany; Pharsalia; Actium; defeat of Varus; Destruction of Jerusalem by Titus; extent of Rome under Trajan; destruction of Herculaneum and Pompeii; Adrian: persecution of the Christians by Nero, Domitian, Tra-

jan, Adrian, Severus, and Aurelius; Constantine the Great, the first Christian emperor; Justinian.

SEVENTH YEAR OR GRADE.

First quarter: The Northern Barbarians. (In the disintegration of the Roman Empire, the mediæval and modern states arise one after the other.) Draw maps showing the first location known, and the subsequent migrations and settlements of the following tribes or nations of people: Scythians, Gauls, and Celts, (in Northern Italy, France, Spain, Britain, etc.), Goths (pushed westward by the Asiatics, frequently attack the Roman Empire, until finally, under Theodoric, they conquer Italy; the Western Goths occupy most of Spain), Franks (on the Lower Rhine, press on the Romans and Gauls, and finally occupy Northern France, and begin the French nation), Allemanni, Suevi, Longobards, Saxons, Vandals, Burgundians, Heruli, Teutoni; short biographical sketches of Alaric, the Visigoth; of Pharamond and Clovis, the Franks; of Genseric, the Vandal; Odoacer, King of the Heruli; Theodoric, the Ostrogoth; trace out the course of the Huns under Attila; his defeat at Chalons.

Second quarter: Mahomet's career; conquests, by the Saracens, of Persia, Syria, Egypt, Africa, Spain; defeat by Charles Martel, at Tours; Charlemagne: conquest of Italy and of the Saxons; division of his empire; Norman incursions into France; Saracen conquest of Jerusalem, giving rise to the Crusades; the first Crusade; Peter the Hermit; Godfrey of Bouillon.

Third quarter: Charles V., emperor, and king of Spain; Francis I. of France, and Henry VIII. of England; the time of Louis XIV. of France; the French Revolution: the destruction of the Bastile, beheading of the king and queen, Reign of Terror, Robespierre; Napoleon Bonaparte; Marengo, Austerlitz, Moscow, Leipzig, Waterloo; the July Revolution, 1830; the Revolution of 1848.

Fourth quarter: Gustavus Adolphus: his career in Germany; victory at Lutzen; peace of Westphalia; (principle of the "balance of power" recognized); Charles XII. of Sweden: his career in Poland, and defeat at Pultowa; Peter the Great (his biography); Frederic the Great of Prussia; "Seven Years' War."

EIGHTH YEAR OR GRADE.

(In this year the history and Constitution of the United States are taken up with a text book.)

First quarter: Review the outlines of Asiatic history, fixing the exact locations of the great cities, and studying their natural advantages (on rivers, or on the sea, in fertile valleys, in strong situations, command posi-

tions important for commerce or transit); Egypt—Thebes, Memphis, Cairo, Alexandria; Phœnicia—Tyre, Sidon, Tripolis, Aradus, Biblus, Acre; Judea—Jerusalem, etc.; Persia—Ecbatana, Babylon, Nineveh, Susa, Persepolis, etc.

Second quarter: Continue the study of cities, with reference to their history: Syracuse, Carthage, Cadiz, Athens, Syra, Argos, Thebes, (Boëtia), Corinth, Troy, Ephesus, Byzantium, and Constantinople.

Third quarter: Review the history of England from the time of William the Conqueror, studying the rise of Parliament, the weakening power of the nobility (in the wars of the Roses and in the reign of the Stuarts); the interference of England with affairs on the continent (in the reigns of Edward III., Henry V., Henry VIII., Queen Anne, and George III.); the industries of Great Britain, and its national debt.

Fourth quarter: Make a table of events of the history of England during the periods of colonial history of the United States, the Revolution, and the war of 1812, with a view to the better understanding of the policy of England toward this country during that period.

Reference Books.

The reference books at present allowed the schools are Lippincott's Pronouncing Gazetteer of the World; Lippincott's Pronouncing Biographical Dictionary; The Historical Reader by John J. Anderson (containing excellent selections from the best writers, illustrative of great events in history); The United States Reader (by the same author as the above, and containing selections illustrating the history of the United States). The Pronouncing Gazetteer of the World will be found to contain much of the needed information regarding the history of the great cities named, as well as regarding the "wonders of the world, the commerce, and even the movements of nations.

Other books should be added. But the teacher will be obliged to resort to the libraries for preparation of these lessons. Besides the cyclopædias (Appletons', Johnson's and others), I would mention as very useful, "The Historical Atlas," by Robert H. Labberton (also, see maps Nos. 141 and 142 of Colton's General Atlas), Putnam's History of the World's Progress, and Lyman's Historical Chart, Samuel Willard's "Synopsis of General History from B. C. 800 to A. D. 1876," for bird's-eye views of the relation of events in different nations, and as useful to guide one's reading in cyclopædias; Felton's History of Greece, Liddell's History of Rome. "The Student's Gibbon,"

"The Student's France," "The Student's Hume," etc. (by Harper Brothers), are excellent manuals. "The Fifteen Decisive Battles of the World," by Sir Edward Creasy, is important and valuable. Rawlinson's "Manual of Ancient History," and his "Five Great Monarchies" are excellent. Grote's History of Greece, Mommsen's History of Rome,—it is easy to find in the libraries such great store-houses of critical history. It is easier, however, for the teacher to obtain the numerous small manuals treating history in whole or in part,—those of Swinton, Gilman, Quackenbos, Willis ("Historical Reader"), Freeman ("General Sketch," and "Outlines," and special histories), Anderson, Taylor (Manual of Ancient and Modern History), J. R. Green ("Readings from English History,"

—the best book to be had for strong, compendious and interesting selections from historical literature, which are connected by brief summary statements in such a manner as to form a connected history of England from the time of the Saxon invasion to the Crimean war. This book may be used to advantage in the preparation of lessons in the fifth and eighth grades), Leighton (History of Rome —very useful, for its concise and pertinent information; may be used in the last half of the sixth grade). The teacher who is interested in history will not fail to read and re-read Plutarch's "Lives," Herodotus "the father of history," Thucydides, and Tacitus. A very valuable "Chronological Index to Historical Fiction" was issued by the Boston Public Library in 1875. It should be constantly used by the teacher of history, both in directing the reading of pupils specially interested in particular topics, and in obtaining vivid pictures or descriptions to illustrate the lesson of the day. It may be found in the Public School Library. Aristotle said that poetry (or fiction) is truer than history; and this is worth considering. The "Index to Historical Fiction" here referred to contains the following lists, with a general index:

I. American History; II. English; III. Scottish; IV. Irish; V. French; VI. Spanish and Portuguese; VII. Germanic (including also that of Switzerland, Hungary, and the Low Countries); VIII. Scandinavian; IX. Scalvian and Turkish; X. Ancient Rome; XI. Roman Empire; XII. Italian Hist.; XIII. Ancient Greece; XIV. Modern Greece; XV. Asia; XVI. Africa; XVII. Australia.

Recitation.

From one-fourth to one-third of the time devoted to the history-lesson should be taken to review the points of the previous lesson. This review

should always be at the commencement of the lesson. The teacher will draw out, by questions, from the class, such points as she wishes to recall; correct imperfect statements, and illustrate more fully what has been left too obscure. The written essays of the pupils should give an outline of the history treated, in the pupil's language, and generally may furnish the review required, and be criticised as to clearness and completeness.

In all cases, the pupils should draw maps (copying those made by the teacher on the black-board) of all the localities treated of, and insert the names of the places. The success of the history-lessons depends altogether on this matter of connecting them with the study of geography.

By re-engaging at once the tried, efficient and competent teachers, you avoid much friction, much loss of time, much anxiety, and much waste of labor.

The pupils can go on with their studies—whereas, it frequently happens that a new teacher must try on this, that and the other class, and experiment, and feel his way along until weeks of the short school term have been exhausted, before a solid foothold has been gained.

By all means avoid, if possible, this delay, and friction, and waste, by re-engaging the faithful, competent teacher, at once.

It will be well also to stipulate in the contract and to provide for the payment of the salary as often as every thirty days; and as it will cost more to live—as books, clothing, food and everything else have largely increased in price, there ought to be and doubtless will be a corresponding increase of wages as well.

We cannot afford to do any injustice to any class of people, certainly not to the class who are doing so much to train and educate for a nobler and a higher style of citizenship.

As early as may be, after the Annual Meeting, those teachers who have been doing honest, faithful, earnest work—who have become acquainted with the pupils and their parents, who know just what to do and how to do, to insure success in the schools—such teachers ought to be engaged for the next term at once. In our best schools in the larger towns and cities, there are but few changes made from year to year among the teachers, and the result is that from a third to a half more work is accomplished in these schools than among those where a new teacher is engaged at every new session of the school.

TENNESSEE
American Journal of Education.

W. F. SHROPSHIRE, Editor and Publisher
RIVES, OBION COUNTY, TENN.

In future, all communications for the TENNESSEE AMERICAN JOURNAL OF EDUCATION, and all subscriptions must be sent to the Tennessee Editor, at Elizabethtown, Tenn. Parties failing to receive their paper promptly, will please notify us, and the matter will be attended to at once.

The Nashville Centennial from an Educational Standpoint.

THAT the Educational Department of the Nashville Centennial will be one of the chief attractions of the Exposition there can be no doubt. Ample provisions have been made by the committee to render this feature one of importance to every educator in the State. It is expected that the County Superintendents and teachers throughout the State will do everything in their power to make this department a success. The various systems of government, discipline, and styles of architecture should all be exhibited here, even to the photograph of "ye ancient pedagogue." The advantages of modern school training, and school furniture should be clearly shown. Everything connected, directly or indirectly, with the free school interests of the State, should be fully exemplified.

If the educators of the State will do their *whole* duty, much and lasting good may be accomplished for the school interests of Tennessee, and the entire South.

Many of the ablest educators in the United States will be there, and will lend their aid in the various councils that may be held. Every County Superintendent, and as many of the teachers as can possibly attend this great exhibition, should not fail to be there. The defects of our free school law, and the proper amendments necessary to perfect the law, should be fully and freely discussed. That our school law is very defective no reasonable man will deny, and it is only by taking counsel together that we can ever reach anything like perfection.

We promise the County Superintendents, teachers, and all friends of education in Tennessee, that the editors of the AMERICAN JOURNAL OF EDUCATION will do everything in their power to make the occasion one of pleasure and profit to the educators of our State.

We shall have a headquarters on the Centennial Grounds, and at one or two other accessible places in the city, for their convenience, and during the Exposition we sincerely trust we may have the pleasure of greeting every County Superintendent in the State, and thousands of her live



THE NASHVILLE CENTENNIAL BUILDING.

teachers. Make yourselves at home at our headquarters whether you know us *personal'y* or not. If you don't know us, call and see us and let us get acquainted. Your interests are our interests, therefore come and see us during your stay in Nashville.

We publish in full the valuable suggestions of the committee on education to contributors to this department.

The Nashville Centennial Building.

WE are glad to be able to present to our readers the above cut of the beautiful and extensive building erected for the exhibition, and in which the main features of the celebration will be conducted.

The directors have determined to make the *Educational Department* a prominent feature, and have already assigned liberal wall and floor space to these purposes.

Wm. T. Harris, LL.D., has accepted the invitation and will deliver the address on Education.

The articles to be contributed to this department will be embraced in the following classes, which we publish for the guidance and direction of those who may wish to contribute. We hope not only every county but every school district will send something, and we repeat our earnest request to every teacher and school officer in the State to set to work at once, preparing for some one of the three following classes:

I. Paintings—crayon, line and map drawings, specimens of penmanship and pictures of school buildings.

II. Bound or clasped volumes of papers showing school work in prescribed studies.

III. Apparatus and natural history collections, school furniture, school journals, reports, and other publications.

1. Work in Class I, may be prepared according to the taste, and at the discretion of the exhibitor. If to be hung on the wall, it must be properly framed; if not, enclosed in neat portfolio or bound. Only one sample of same kind of work done by each person to be presented, and that to be labeled with the name of the author and of the school or institution.

2. Work in Class II, must be the result of written examinations, and conducted according to the plan usually pursued by the teachers in charge.

3. It is suggested that five questions on each subject for examination shall be presented, both question and answer to be written by the pupil. Ordinary legal-cap paper shall be used, to be written on both sides, and within the margin. On the first line at beginning the pupil to place the subject, and on the second his name and age, in years and months, and at close of the paper the time required in writing it.

4. The papers shall be clasped or bound in convenient volumes, on the first page of each of which must be given the following information:

(a). Number of pupils in the class. (b). Average age of the pupils. (c). Grade or year in school course. (d). Number whose work is selected. (e). Manner in which the examination was conducted. (f). Assurance that the work was honestly done by pupils without assistance from any source.

5. In schools containing more than 100 pupils, only the work of one class or grade in one of the studies pursued

shall be presented; it being left optional with teachers whether the papers of the entire number, or of selected pupils shall be taken.

6. As it will be impossible to exhibit all that may be offered under Class III, those desiring to send samples of their goods are requested to forward catalogues with the articles they wish to enter marked, and they will be informed what can be received.

7. All parties intending to forward work must communicate the fact to this Committee, and all articles must be forwarded freight prepaid by the 10th of April, properly addressed to the chairman of this Committee. The Express Companies have agreed to return articles shipped through them free of charge, and we advise this as the preferable method of shipping.

8. The Board of Directors have liberally provided for suitably furnishing the space allotted, and this Committee will see that the articles are properly presented, and return them if so notified.

In conclusion we extend a cordial invitation to schools, officers, teachers and institutes of learning generally, and to others interested, to prepare and forward material for this exhibit and thus to contribute to making the occasion a marked era in the educational history of our State. A convention of teachers will be held on Friday, May 7, in which distinguished educators from this and adjoining States have been invited to participate, and efforts are being made to secure general accommodation rates for delegates attending it.

S. Y. CALDWELL, Chairman.

W. R. GARRETT, Secretary.

THE NASHVILLE CENTENNIAL.

THE approaching exposition at Nashville, in commemoration of the passage of the hundredth year since her earliest settlers first raised their log cabins on the banks of the Cumberland, is an event which should interest not only those who live within in the confines of the "Volunteer State," but also those of every State in this grand Union.

It is my purpose in this paper to point out to my brother educators, not only of Tennessee but of every State, how the Centennial of Nashville can be made to subserve at least one grand object.

A few years since our beloved State was classed among the most illiterate, but thanks to the unwearying energy of a gallant few, she occupies to-day an honorable position in the educational field of America. But we must not stop here; we must stand on the pinnacle of Fame's temple. The location of our State points her out as the centre of an educational system around which sister States will revolve. We have also been too heedless of the natural advantages we enjoy, and far too indifferent to our own welfare. This day of our lethargy has nearly passed.

This celebration of the birthday of our capital should call to her Exposition the truest, the wisest and the best of her sons and daughters, and what more opportune occasion could present itself to the educators of our State than this, on which to meet and plan and act for its interests?

The educational part of the display will be under the supervision of one of our finest educators, Mr. S. Y. Caldwell, and every arrangement will be perfected by him to enable teachers of our State to exchange views with those from a distance. In this connection I would suggest that special efforts be made to secure the largest possible attendance on

FRIDAY, MAY 7, the day designated by the committee for a convention of the teachers of the State. We hope educators from other States will also be present on this occasion. I merely suggest this, while having an abiding faith in those to whom this department has been entrusted.

It may not be improper to state one or two questions that might with propriety be discussed at such a meeting. The uncertainty of the tenure of office by the county superintendents, and the necessity of better educated teachers. Both these keep the public school system in a state of agitation, and until some definite plan has been adopted to settle forever these questions, we can never hope to win that success which the school system of Tennessee deserves.

There are many minor questions which would suggest themselves in discussion, all of which would have a good tendency toward the more efficient working of the school system, and the interest of our teachers.

And again, our teachers and others interested in the cause of education, should bestir themselves, as the next Legislature will be sure to produce its crop of chronic grumblers at the free schools, and everything else that is advantageous.

I have made these suggestions hurriedly, in the hope that they will at least awaken some additional interest in our cause, and perhaps be the means of calling together at Nashville a body of men who have both the power and the means to bring down blessings not only on the children of Tennessee, but of the whole South and West. S.

OUR TEACHERS' CONVENTION.

Editors Journal of Education:

CAN you not emphasize the importance of the

TEACHERS' CONVENTION

to be held in Nashville, May 7th, so as to induce the strong men in every part of Tennessee and the South to come forward with their best thought and best experience, to help inaugurate new and better methods to interest *the people* in our schools?

We need, all over this State and all over the South, better school laws, better school houses, and better teachers. We want counsel, advice, experience.

We want more intelligence and more enthusiasm. We want a series of well-conducted

TEACHERS' INSTITUTES

in all parts of the State. Our school law is very defective. It does not help, it hinders.

Cannot our teachers be persuaded to look over the provisions of the school law—the law which deprives them of power—of bread and butter, and for the most part keeps them very near the poor house—the law in this State which limits the school to a three months' term and the teacher to wages next to starvation? If they could be persuaded to do this they might be led to suggest remedies in the shape of proper amendments.

Until our school laws—made for the most part by men opposed to public schools, and men who know nothing and care less about a "system of public education"—until these laws can be revised and made more liberal young men and women of ability will seek other departments of labor.

This is just what the opposers of public school education desire.

They want it to fail and they have

taken the most efficient means to ensure its failure.

Your food, clothing, shelter and culture depend on better legislation, and the teachers can easily secure this whenever they see fit to do so.

Is it not about time to move in this direction? We think so.

Let us come up to the convention, then, at Nashville, May 7, and counsel, advise, adopt measures, and go forward unitedly to success and to victory. D.

KNOXVILLE, March 20, 1880.

WHAT WILL BECOME OF THEM?

WHAT will become of *our children* if we move into the country? asks the father and mother dwelling in the overcrowded cities.

Mr. Max Zabel suggested a remedy which we printed in our last issue, but the subject is of so much importance to all, that we give room for further statements bearing upon the point.

Mr. Zabel says:

There may be those who regard this matter lightly, and underestimate its importance. I wish such persons would take a trip to some regions of the State, and if they should discover that we have localities where the

YOUNG MEN

grow up almost entirely rude and untutored, they would soon alter their opinions and become hearty supporters of a measure which, if carried out, will be of incalculable benefit to the rising generation of this State.

There is another thing to be considered in connection with this measure.

Most people are aware of the great dislike which men, living in the cities, have of moving in the country.

There are men enough who are not afraid to work, who even work more and harder in the city than they would have to do, if they owned and carried on a farm; but they say, "What will become of *our children*, when we go into the country?"

They themselves, being accustomed to social and intellectual intercourse with their fellow-men, are afraid to go where there is no opportunity for anything of the sort.

And the same reason which prevents such men from going into the country, drives many from their farms into the cities, when their children begin to approach maturity.

Now, as our cities are already over populated, as many now in the cities may be obliged to turn to agricultural pursuits for their livelihood, would it not be well to make

COUNTRY LIFE

as attractive as possible; and to remove the objections to it, so far as

the means of educating and improving the young are concerned?

And since the plan proposed will involve no expense to the State, and only a trifle to the respective

SCHOOL DISTRICTS,

and but a slight addition to duties and labors of the teacher, which ought to be considered by him as pleasant ones, (as he will most likely derive as much benefit from each meeting over which he presides as any of the attendants,) there seems to be really no good reason why an attempt in this direction should not be made.

On May 7th the teachers of Tennessee and other States in the South are to assemble for a grand convention, in the Centennial Building in Nashville.

The important matters which are to come before the convention—the eminent ability and experience of those who are to be present—the attractions of the Exposition—all these promise to draw a large number of our teachers together on that occasion. Don't fail to come.

ANOTHER ENDORSEMENT.

EDUCATORS begin not only to appreciate the power of the printed page but to formulate this appreciation.

Prof. J. M. Gregory, President of the Illinois Industrial University, says:

"Every editor is a teacher, a teacher of men as well as of children. The newspaper is the freshest of books.

"It is the latest history, the newest science treatise, the current political economy, the manual of the arts, the text-book of a living philosophy.

"That school-room, other things being equal, will be brightest, freshest, and most productive in practical learning into which the newspaper penetrates."

WE understand that some special rates will be secured on the railroads and steamboats, for those attending the Educational Convention at the Centennial Building in Nashville, May 7th. Persons desiring information should address, with stamp for reply, S. Y. Caldwell, Chairman Committee, Nashville, Tenn.

Neither parsing, analyzing or diagraming tends to teach the correct use of language, yet months are thus frittered away, and the child fondly believes it is learning grammar.

ALL matter intended for publication in this journal, must be in the hands of the printer by the 20th of the month previous to date of issue.

American Education Seen through French Eyes.

[Pamphlet of the French Commissioner's Report.]

A VERY valuable pamphlet has just been issued by the Bureau of Education, at Washington—No. 5 of the Circulars of Information. It describes American education as seen and understood by the gentlemen who composed the French Commission sent to our International Exhibition in 1876, namely: Messrs. F. Buisson, B. Berger, E. Laporte, Olagnier, A. Volens, and Rauber.

The report of the Commission consists of thirty chapters, of which Mons. Buisson contributes nine; Mons. Berger seven; Mons. Laporte five; and Mons. Volens five; Mons. Olagnier two, and Mons. Rauber three.

SUBJECTS DISCUSSED.

The subjects discussed are the free school system, school organization and administration, public school finances, city schools, country schools, co-education, primary education in the Southern States, school-houses and school-furniture, infant schools, Kindergarten and primary schools, reading, writing and instruction in the vernacular—the titles of the first twelve chapters.

The labor was admirably sub-divided. Mons. Buisson, chief author of this report, was selected by the Minister of Public Instruction—M. Jules Simon—as special delegate to the Vienna Exhibition, in 1873, to study the educational systems of the countries there represented. His report, in 1875, was a very valuable one, and comprised 360 pages. A summary of his educational labors and honors is presented in a foot note by our Commissioner, Hon. John Eaton.

The full report of this Commission comprised 702 pages; the *resume*, by Com. Eaton, consists of 37 pages, and is of great value, as the summary of the conclusions and facts which the six French gentlemen have gathered and presented—"Philosophical, judicious, acute," "with friendly criticism," and "discriminating praise."

Commending the pamphlet very cordially to all teachers and school trustees, we propose to give a few extracts for the information of such as have not yet seen, or such as may not see it, a few only, as a brief article may allow.

FREE SCHOOLS.

On page 9, we quote from their views on free schools as valued by Americans:

"The great zeal for the education of the young which grows as the population increases, penetrates into the public mind more and more, and manifests itself in more and more de-

cided ways. What may have seemed at first a transient glow of enthusiasm, a generous impulse, has in time assumed all the force of a logical conviction, or rather of a positive certainty. It is no longer a movement of a few philanthropists or of a few religious societies, but it is an essential part of the public administration, for which the States, the cities and townships appropriate every year more money than any other country in the world has hitherto devoted to the education of the people.

"The laws and customs of the country are in perfect harmony in regard to this practice; public opinion approves and even insists upon these sacrifices, so evident has it become to every one that the future of the American people will be whatever its schools make it."

The attention of careful readers is called to the evident truth of this neat statement of fact, and also the grounds of the fact. No sectarians, nor demagogues, nor bigots can any more effectively attack the system and transform public opinion into an enemy of general education, than it can safely deny the truth of the above quotations.

We quote again, from page 10:

"The United States have been peopled by continuous immigration. But what does this immigration bring to the country? People of different origins, classes and religions. What could less resemble the colonists of New England than the heterogeneous, unstable, and uninformed mass which constitutes the greater part of the immigration? All must be Americanized as fast as possible, all becoming Americans themselves, and proud of being so. Without fusion of races, without a uniform language, without equality of social classes, without reciprocal toleration among the different denominations, and, above all, without an ardent love for the new country and its institutions, would the United States still be united?

"That this country has become and remains what it is, is literally due to the public school."

In harmony with the same topic, the writer says, on page 12:

"This is the only question which no one ignores. The optionists, those who are still too proud of their country to let anything shake their confidence in the great destinies of the Union, see in the public school one of the glories of America which it is of importance to preserve in its splendor. Others, who feel anxious for the fate of the Republic, also take an interest in the school; it is the last cherished hope they will part with. And the extreme pessimists say, If the country can be saved, it will be by its schools."

The pamphlet then discusses briefly the relations between the free schools and politics, commerce, morals, family-ties; and shows how efficient an ally it is to the soundness and progress of each of these vital interests.

It displays admirably, on page 14, the true foundation of the school, as follows:

SUSTAINED BY THE PEOPLE.

"The Federal Government does not interfere with the schools at all; the Constitution does not even authorize it to do so. The States interfere only so far as general legislation is concerned, and leave to the different localities liberty to organize and manage their schools as they please. If we find the American schools, especially in the Northern and Western States, in a flourishing condition, it is not that the real usefulness of the schools is appreciated by those who govern, but by those who are governed, and because the various municipalities feel themselves obliged—not by a law emanating from a central authority, but by what is a great deal stronger, the will of the people, the pressure of local interests—to establish and to support schools in conformity with the wants of the country. This gives the school system of the States an

IMMOVABLE STABILITY.

As a caution against hasty conclusions, it is well said, page 15:

"Even with the aid of the Bureau of Education, it is still very difficult for foreigners, and perhaps still more for Americans, to form a correct idea of the true condition of education in the United States."

Under the head, School Administration, are discussed briefly, some features of school laws, County Superintendents, State Superintendents, their annual reports, most valuable and self-examining works, local boards, appointment and duties of teachers, compulsory education, from 1642 in Massachusetts to the present time, primary education in the various States—all concluding with the admirable result:

ALL CAREERS ARE OPEN.

"The nation can thus say to all the children, 'As I offer you gratuitously the benefits of a liberal education, all careers are open to you. There are no longer disinherited children among you. It is therefore your duty to make an intelligent use of your education, and to adorn your life by serving God and your country.'" An admirable result as far as realized, and admirable as an ideal toward which all patriot hearts and minds will constantly strive and ascend—though far from the reality yet, alas! in many sections of the

Union. It can be truly said in several of the States, and, we trust, may at some future day, be joyfully said in them all, "No disinherited children."

Here we must leave the pamphlet, but may recur to it to draw from it again; meanwhile commanding its perusal and digestion to all the active friends of the public welfare in this and the next generation.

L. W. HART.

THE PUBLIC SCHOOL QUESTION.

BY H. H. MORGAN.

CAN any one deny that the public schools compare more than favorably with any other kind of schools, in their order, their industry, the character of pupils and teachers, and in the success of their work as tested by competition in real life?

Is it not within the knowledge of each one present that parents sending different members of their family to the schools, public, private, and church, have never yet failed to allow that the product of the public school work was at least fully equal to the other?

Those who are ignorant of the ground occupied by the wisest exponents of any education, and those who have too lofty a contempt for facts to at least substantiate their views by personal observation—to such we can offer only opposition and denial.

But unfortunately, most people accept their beliefs, and hence the incompetency of such witnesses counts for nothing, inasmuch as their dogmatic assertions are carelessly accepted as carefully considered convictions upon subjects which many do not take time to investigate. In our own city, I am frequently consulted by some one who says, "I pay a good deal for school taxes, and I don't use the schools. I have a niece who wants a special course in instrumental and vocal music; to which of the public schools would you recommend me to send her?"

In the recent edition of his School Shakespeare, Mr. Hudson (himself a teacher, and one who claims for himself the position of a man so distinguished intellectually and socially that there could be no question on his part of his insufficiency to represent the classes which do not belong to the masses) says:

"But I suspect that our American parents have been somewhat absurdly, and not very innocently, ambitious of having their boys and girls all educated to be gentlemen and ladies; which is, I take it, the same in effect as having them educated to be good for nothing," (what an unfortunate

reflection upon the class to which Mr. Hudson would confine the government of the world, and what a lofty ideal of ladyhood and gentlemanliness upon the part of one whose studies must have made him acquainted with the definitions of Chaucer, and Spenser, and Sidney, and whose social claims should bring him in contact with the more reputable people who, like Charles Francis Adams, suffer under the odium of the inheritance of a good name, a high social position, and abundant means!) "too proud or too lazy," he continues, "to live by hand-work when they are nowise qualified to live by head-work, nor could get any to do, if they were. The dull boy, who cannot prate science, but can drive a cart as a cart ought to be driven, or the dull girl who cannot finger a piano, but can rightly broil a beef steak, is, in the eye of all true taste, (the taste of a gourmand, it is to be inferred) a far more slightly and attractive object than the most learned and accomplished good-for-nothing in the world.

"What sort of reading are our public schools planting an appetite for? Our public schools leave the pupils without taste for those native treasures, or any aptitude to enjoy them. Our schools are neither giving the pupils the key to the wisdom of the ancients, nor disposing them to use the key to the wisdom of Shakespeare. Whatever will serve best to prank up the mind for flaunting out its life away from home, that seems to be our first concern."

Hear what the *Saturday Review* says about Lord Burleigh, who, with more reason for prejudice of caste, has assigned the desire for education as the cause of England's agricultural distress:

THE LORD OF BURLEIGH AND THE FARMER'S DAUGHTER.

The Lord of Burleigh deserves the sympathy of his class and the pity of all good men. His generous efforts to benefit his species have been coldly and even rudely received, and he is now suffering with a noble resignation the doom that awaits all great and original thinkers.

Among the politicians who have addressed themselves to the subject of agricultural distress, he alone has spoken with the candor and confidence of genius; and with the native imprudence of genius has been content to lavish upon a thankless public the vast store of knowledge which he had laboriously accumulated.

Others, blindly groping in the dark, have cast about with uncertain aim in pursuit of the cause and the cure of the prevailing depression; but the Lord of Burleigh, with the sim-

plicity of true greatness, has cut straight to the root of the evil.

Under the steadfast gaze of this philanthropic nobleman, the laws of nature have suddenly revealed themselves, and yet, when in the fulness of his generosity he has sought to impart the secret to others, he is incontinently denounced as though he had effected nothing at all for the welfare of mankind.

All highly imaginative natures must sooner or later take this bitter lesson to heart, and Lord Burleigh will be fortunate if he escapes the doom of Orpheus, and is not rudely torn to pieces by the women of the country. He has spurned the accomplishments and fascinations of the farmers' daughters; though they have spoken to him in the French tongue, and played to him sweetly on the piano, he has been insensible to their blandishments, and he cannot therefore be surprised if they now turn and rend him.

The original cause of the ignominious fate which now threatens Lord Burleigh, was an address delivered to the members of the Northamptonshire Agricultural Society. He had been summoned to preside over a feast; but even the contagious mirth of half-ruined farmers could not make him gay. In common with many men of real genius, this large-hearted nobleman would seem to be strangely wanting in tact. Lord Beaconsfield, in a recent gathering of a kindred character, finding that the wheat harvest was scarce, took occasion to compliment his hearers upon a successful crop of flowers.

But Lord Burleigh has none of these little arts by which a disagreeable subject may be momentarily adorned. Two great problems concerning the future welfare of England weighed heavily on his soul, and to these he must perforce address himself without preface or circumlocution.

Of these two problems, we scarcely know to which he attached the deeper importance. He was serious enough when he referred to the agricultural distress; but he was touching almost to tears, when he recalled the fact that a foreign horse had won the St. Leger. After all, as he took occasion to point out, agriculture enjoyed the benefit of societies specially organized for its protection, but there was no society to protect the English race-horse.

A GLOOMY PICTURE.

This gloomy picture of the decay of the turf was doubtless intended to prepare the Northamptonshire farmers for what was to follow. With the cold impartiality of a mind that is conscious of the strength of its own position, Lord Burleigh rapidly

surveyed and curtly dismissed the different views of the prevalent distress which other less competent critics had taken. "No one," he declared with the triumphant air of a player who holds the winning card in his hand, "had been able to give them any practical remedy."

ITS CURE.

Looking the evil bravely and fairly in the face, Lord Burleigh did not hesitate to proffer the needful cure; and this cure had all the simplicity of the ancient physician's advice about washing in Jordan.

Everybody but Lord Burleigh had forgotten "the laws of nature," yet Lord Burleigh did not shrink from the declaration that to the laws of nature the farmers of England must now have recourse.

One of the principal enactments, as we understand it, is that farmers' wives should "put their shoulders to the wheel." We most sincerely trust that this will be done at once, for it is obviously monstrous that a great country like England should be shut out from prosperity from the neglect of such a simple precaution.

But it would seem that there is another law of nature equally stringent against the use of the piano and a knowledge of French; and while the farmers' wives are engaged in putting their shoulders to the wheel, the daughters are to give up the piano in order to assist the agricultural interest.

THE CAUSE OF IT.

The increasing taste of our country-women for music has been the means of bringing so much wet weather upon us, and it is therefore idle to hope for better crops until the piano has been banished from the farm. But, unfortunately, the farmers' wives and daughters will not take the lesson to heart. In spite of the misfortunes of their class, they are still infatuated enough to cling to the belief that music does not injure the harvest.

They even go so far as to deny that a knowledge of French has anything to do with the present distress. Some of them, indeed, express themselves quite willing to "put their shoulders to the wheel," but they are apparently in need of some further indications as to how this process is to be accomplished.

Let the piano be searchingly examined, and if that breathless instrument is found to be in fault, let the misapplied designation of a cottage pianoforte be forever abolished and tabooed. The Commissioners would likewise do well to call for a return of all those farmers' wives and daughters who can be detected in a knowledge of the French tongue, and in an appendix to their report they might

usefully set forth in a tabulated form, the average yield per acre upon those farms which have pianos as compared with those which have none.

TEXAS.

COL. HOLLINGSWORTH, Sec. of the State Board of Education in Texas made an informal talk, or statement, to a number of the leading citizens of St. Louis, in our office, while in the city last week.

The facts brought out in regard to the condition of affairs in Texas were very encouraging and very hopeful. There is no lack of resources, prospectively, if only the immense land grant is held, as it should be, and the proceeds, when disposed of, legitimately applied to school purposes.

We shall give some of the statements of the Colonel more in detail in future numbers of the JOURNAL.

There ought to be some steps taken by the large-minded, patriotic, far-seeing men of Texas to prevent this princely legacy of landed wealth from being sacrificed, or wasted, or misapplied. There is danger in this direction already.

St. Louis educates her 50,000 children to-day, for a very slight tax, because one or two far-seeing, large-minded men in early times borrowed money to pay the taxes on school land, and prevented its being sold for a trifle—and all coming generations will bless them for their patriotism and integrity.

TEXAS is moving off vigorously, and grandly, and harmoniously in the direction of Teachers' Institutes and Educational Conventions during the next vacation. Rev. J. R. Malone, President of the State Association and the other officers invite the "hosts" of teachers in public and private schools—and the friends of education from all parts of the State to meet in Mexia the second week in July next. Let this be a grand rally!

LYMAN ABBOTT, editor of the *Christian Union*, gives this advice to young people: "Take that avocation in which you can do the greatest service to God and your fellow-men, no matter what the pay may be. Live to give, not to get."

R. P. STUDLY & Co. do elegant and first-class work in furnishing school and college diplomas. We advise those in need to order early.

Iowa is to increase both the number and power of the Educational Conventions in that State this year. Teachers' Institutes are to be conducted on a larger scale than ever before.

ARKANSAS.

READY the strong men of all parties, and the leading men of the State are expressing a cordial and unanimous endorsement of Hon. J. L. Denton for a re-election to the position of Superintendent of Public Instruction. The editor of the *St. John's College Educator* in the last issue says:

"We desire most earnestly the re-election of Hon. J. L. Denton. At present Arkansas needs a man gifted with the talent of popular eloquence to stir the people and bring them to the point where they will vote the school tax. Mr. Denton possesses this talent and has used it in the right direction and with success. The work is not half accomplished, it being too vast to be accomplished in two years. Mr. Denton must have four and perhaps six years to do his work completely. After the whole State is fully aroused on the subject of education and the tax for sustaining schools, at least eight months in each is annually voted without opposition, and good school houses decorate every district in the State, then a different order of talent from that which Mr. Denton possesses will be needed to carry on the superstructure. One who has risen from the ranks as a teacher, possessing ripe experience as to all methods of instruction, thorough acquaintance with the best text books on various subjects and a wide range of scholarship will then be needed.

"We hope every paper in the State will advocate the name of Mr. Denton for Superintendent of Public Instruction."

If a copy of this journal should fall into the hands of school teachers and school officers, as it is very likely to do, they would do well to read what Hon. J. M. Archer says on page 16.

THE Little Rock *Democrat* indicates in the following statement the most effective agency for attracting immigration to Arkansas. The *Democrat* says:

"A good, substantial school building in every district, and a good school in every house, will do more as an advertising agency for immigration for Arkansas than any means at our command.

"We are not able to give a large amount for immigration purposes, but we can build the school houses, and establish the schools with the two-fold good result of benefiting our own people and attracting others to the State; therefore, let us have the schools."

A FORWARD MOVEMENT.

WE have never received so many strong, friendly, substantial letters within the same space of time, as have come to us in the last thirty days.

Letters from school officers, letters from parents, letters from teachers—all full to overflowing of words of cheer, backed by money to circulate this journal among the people, thus showing a determination to organize our school system on a permanent basis.

The schools, both public and private, in the West and South, were never before so largely attended. When the public schools have closed, private ones have been started with an attendance fully equal to that of the sessions of the public schools.

The fact is the people have learned the value of the work our teachers are doing.

The children are anxious to avail themselves of every possible facility to secure an education. We know of scores of young men and young women of limited means, who dress very plainly and live at small expense, to save money to buy books and pay for tuition, and we know a number of teachers who trust for tuition, and who give instruction to large numbers of anxious, deserving pupils gratuitously.

Such perseverance amid such difficulties develop the best and most heroic elements of character. Such characters are needed, and they are multiplying fast in this and other States.

LETTER WRITING AGAIN.

Editors American Journal of Education:

MARCH 20, 1880.

YOUR very excellent suggestion to have introduced into our public schools some method of teaching the children how to write, sign, and properly address letters, is in my opinion one of the most important suggestions which could be made to our teachers and educators.

No one except he is situated as is your correspondent (dead letter clerk in the post-office department) could imagine the amount of ignorance people display in directing their letters. If you could examine the twisted hieroglyphics, the worse than 15 or zig-zag writing and spelling that appear on letters, you would question whether it were possible for sane people to be the authors of such writing and spelling.

Perhaps the best advice that can be given in this matter is to have some one who knows how to write, to address their letters. Let me state a few facts.

1. Never mail a letter until you

have properly entered your return request on the envelope.

This is more important than one would think. If such a letter is held for postage, misdirected, or fails in its proper delivery, it will be returned to writer free of charge.

Another important matter is to be certain to direct a letter to an established post-office. Every town, village, railroad station, or steamboat landing in the country is not a post-office.

Under late rulings of the post-office department, officials are not allowed to "guess" or "presume" the destination of improperly directed mail matter, but must send it immediately to the dead-letter office, if it has no "return request."

2. Postage on second or third class mail matter must be prepaid with postage stamps. One three cent stamp will take a four-pound letter anywhere in the United States, the balance of the postage being collected on its delivery. It is better for all parties, however, to pay full postage when the letter is put into the post-office.

Postage on city letters at letter carrier offices two cents, sealed or unsealed.

Merchandise one cent per ounce. Printed matter one cent for two ounces.

A GOOD MOVE.

INASMUCH as the children of a county are worth as much—to say the least—as the mules, horses, and—and—etc., etc., etc., we are glad to see a movement inaugurated thus early to secure at several county fairs in this and other States specimens of the work done by them in our schools.

We hope every county holding a fair and exhibition during the fall of 1880 will invite specimens of the work done by the pupils in all our public and private schools.

ILLINOIS

leads off with the following offer in this direction.

The Winnebago National Bank of Rockford offers to the Educational Department of Winnebago Co. Fair two pictorial charts of Geography valued at \$10 each; one to be given to the village graded school of Winnebago county, sending to the fair held in Rockford, Sept. 13—17, 1880, the best general exhibit of primary work; the other to any city public school, not confined to the county or State, sending the best general exhibit from a primary department; the pupils to be under eight and one-half years of age.

The Agricultural Society offers the following premiums for which competition is open to any public school,

not confined to the county or State. Best exhibit in Virgil, \$5.00; Literature, \$5.00; Botany, \$5.00.

The above is not a complete list of premiums, but is all for which schools out of the county are invited to compete.

Mrs. Carpenter has \$55.00 in prizes for her own village and country schools, in addition to the above.

If all the prominent citizens of Arkansas and other States, would take hold as Hon. James M. Archer of Salem has done, educational matters would go "booming"!

Please look over what he says on page 16 of this issue. We can, if you give us sixty days' notice, do as well by you as we did by him, and have done by thousands of others.

Write direct, enclosing stamp for reply, for whatever your schools need, to J. B. MERWIN, 704 Chesnut Street, St. Louis, Mo.

It is a very satisfactory thing to have our advertisers write, as many of them are doing, in the following strain:

"Please continue our advertisement in the AMERICAN JOURNAL OF EDUCATION. We hear constantly from your subscribers in the way of orders."

One gentleman called after the paper was ready to go to press, and insisted on having his advertisement appear in this issue, saying he had heard, in relation to one of his advertisements, from teachers in nine different States, all ordering goods, and all stating they ordered from the advertisement in the AMERICAN JOURNAL OF EDUCATION.

Our teachers do themselves, as well as this paper, an essential service in thus mentioning the source of their information when sending in their orders.

Did you read that ARKANSAS ENDORSEMENT, by Hon. J. M. Archer of Salem? If not, you might turn over to page 16, where you will find it signed in regular John Hancock style.

It is so good that we hope it will command the attention it deserves, and if you will give us sixty days' notice, we can fit up your schools so as to give entire satisfaction.

Drop us a line early, enclosing stamp for reply, and write direct to J. B. MERWIN, 704 Chesnut Street, St. Louis, Mo.

HORSFORD'S ACID PHOSPHATE For Dyspepsia, Nervousness, Etc.

I have prescribed Horsford's Acid Phosphate and am very well pleased with what I have seen of its action, and purpose using more of it as occasion requires.

A. C. COTTON, M. D.

TURNER, ILL.

A YOUNG LADY For some time an attendant of one of our Normal Schools, desires a position to teach for the Spring and Summer. Refers to W. J. Gilbert and the Editor of this Journal. Address

MISS SUSIE LOGAN, 1806 Oregon Avenue, St. Louis.

Recent Literature.

THE MISSOURI SCHOOL DISTRICT COUNSELOR: A Commentary on the School Law of Missouri, by R. F. Stevenson, Chief Clerk of the Department of Public Schools of Missouri. Price by mail, prepaid, \$1.60. For sale by Book & News Co.

Having carefully examined the first 100 pages of this work, we feel justified in saying that it supplies a need long felt by the school officers and teachers of Missouri. It takes up the school law, section by section, and defines its meaning, clearly and concisely. It covers the following subjects in order:

The corporate powers of school districts. The law on changes of corporate boundaries.

The property relations of school districts.

Rules of construction of statute law. Defines voter and tax-payer.

Explains fully the powers and duties of the "annual meeting."

Gives the law of loans affecting school districts.

The law on election, qualification and powers of directors.

Filling vacancies.

The law of school government, including the powers, relations and duties of teachers as well as boards of directors.

The law of residence.

The law of contracts in which school districts are parties.

The law on condemnation of property. The law in regard to colored schools illustrated and explained.

The law concerning taxation—affecting the public schools.

Duties of directors, clerks of boards and county commissioners.

Duties of teachers, qualifications and relation to the State.

The law concerning school warrants.

Appropriation of funds.

The law of text books.

Concerning the management of school funds—county and township.

Duties of county clerks and collectors, treasurers and other officers.

Title to school property.

The law of city, town and village schools.

The normal schools.

Constitutional provisions.

Other sections of the civil and criminal statute affecting the public schools and their management.

The comments on the various sections of the law are supported, both by quotation and reference, from decisions of the Supreme Courts of Missouri, and about twenty other States of the Union; by the works of Kent, Blackstone, Wharton, Burrill, Cooley and Dillon.

It should be owned and consulted by every teacher and school officer and kept as convenient as the dictionary. We bespeak for it a wide circulation.

THE POCKET CLASSICAL DICTIONARY FOR READY REFERENCE, by Frederick G. Ireland, a most valuable and interesting book, which compresses its contents into 144 pages printed in large clear type. It will satisfy the wants of the ordinary student, as it contains the pith of larger works of the kind. G. P. Putnam's Sons, New York, Publishers.

For sale by Book and News Co., St. Louis.

EIGHTY MILES IN INDIANA CAVERNS is the title of an illustrated paper, in the April *Scribner*, on Sibert's and Wyandotte caves, in Crawford county. The writer

Mr. H. C. Hovey, has thoroughly explored these interesting ways.

S. C. Griggs & Co. will shortly publish an edition of the First Three Books of Homer's Iliad with notes by James R. Boise, Ph. D.

They will also continue to publish Boise's Homer's Iliad, The First Six Books as heretofore.

2. The Spell-Bound Fiddler: A Norwegian story by Kristofor Janson, translated from the original by Auber Forester, author of Echoes from Mist-Land, with an introduction by Rasmus B. Anderson.

The introduction (says the preface) will contain more about Ole Bull than has ever before been published at any one time in English. It states the facts on which the story of the "Spell-Bound Fiddler" is based, and also similar and thrilling anecdotes, showing how lavishly the peasants of Norway are endowed with musical talent.

3. A new volume by George C. Lorimer, D.D., entitled, "Christianity and Modern Thought."

4. A work which promises to be of deep interest to Ethnologists, Scientists and Theologians, yet of a popular character, fascinating to the general reader, entitled "Preadamites—or A Demonstration of the Existence of Men before Adam, together with a Study of their Condition, Antiquity, Racial Affinities and Progressive Dispersion over the Earth, with charts and illustrations, by Alexander Winchell, LL.D., Professor of Geology and Palaeontology, in the University of Michigan. Author of "Sketches of Creation," etc.

THE CHRISTIAN UNION has been publishing a very interesting and profitable series of articles giving "Hints for Home Reading," showing the value of the "printed page," and M. Charles Dudley Warner, in the issue of March 17, tells strange stories of how few people after all read books, and why "the young read nothing but trash."

Certainly our teachers have not only a great work in their hands, but a great responsibility in directing their pupils how to read and what to read.

We should like to put this admirable article on "Why Young People Read Trash," into the hands of every teacher in the United States.

We suggest that you send for the *Christian Union*, 27 Park Place, New York.

THE SUCCESS of those publishers who have sought to supplant the vicious juvenile periodical literature of the time by the publication of juvenile periodicals as interesting as the bad ones without being bad is bearing fruit in the multiplication of such periodicals. The first two numbers of *Golden Days* indicate the purpose of its publishers to supply a weekly periodical, not only objectionable in its moral tone but actively upon the side of purity, which shall nevertheless have all the interest that less wholesome publications have. Its staple literature will be stories of outdoor life and adventure.

WE have received the "Four Lectures on Early Child-Culture," by W. N. Hallinan.

First Lecture—Laws of Childhood. Second Lecture—The Soul of Froebel's Gifts.

Third Lecture—A School for Mothers. Society an organism—society an essential condition of humanity.

Fourth Lecture—Specific Use of the Kindergarten.

Price: Flexible cloth, 40 cents; paper, 25 cents.

Address orders to Hailman & Doerflinger, 461 Market Square, Milwaukee, Wis.

GOOD COMPANY for March, No. 7, opens a new volume. Every number opens a new volume of thought and wise suggestions to the people who read carefully.

This March number is a very strong one, flavored through and through with that kind of tonic people need to take with their literature.

The article on "Defence of Criminals" opens out into a subject fraught with the gravest consequences to the people. We shall find room for the article soon.

The poetry is first class, the stories are interesting, and the editor has something timely to say about Mr. Ruskin, and gives other articles and book reviews.

Good Company is published at \$3.00 a year in Springfield, Mass.

NOTHING could lay a better foundation for an understanding of the Russia of today than the acquaintance with its antecedents which one may obtain from Mr. Eugene Schuyler's "Peter the Great," now running as an illustrated serial in *Scribner*. It is understood that the causes and beginnings of Nihilism in Russia will be traced by Mr. Schuyler during the course of his narrative. The author's style has been pronounced admirably adapted to historical writing, and it is pleasant to note the response of interest on the part of readers which the publishers report.

THE DETROIT FREE PRESS says: "The method of teaching reading by employing newspapers and magazines to some extent in place of books, has been adopted with good success in several places, more particularly in the East. A teacher in one of the Detroit schools interested her scholars to a high degree by reading to them the history of Peter the Great, as given in the February and March numbers of *Scribner's Magazine*." The superintendent of public schools in Portland, Me., has recently subscribed for a number of copies of *St. Nicholas* for use as a reader in the schools of Portland.

ILLINOIS—OFFICIAL DEPARTMENT.

NOTES ON THE SCHOOL LAW.

DEPT. OF PUBLIC INSTRUCTION, Springfield, Ill., Feb. 20, 1880.

To Trustees of Schools and Tp. Treasurers:

Since your official duties for the month of April are materially modified by the amendments to the school law in force since July 1, 1879, the following comments upon the law seem necessary, and I trust they will prove of service to you.

It is important that all proceedings be regular; since irregular proceedings are likely to result in great confusion, and, it may be, in vexatious law suits.

TREASURER BONDS.

Since treasurers are now to be appointed for two years instead of one, more importance attaches to their bonds. The form of the bond is given in the school law section fifty-seven; and each board of trustees should see that the form of the bond given by its treasurer corresponds exactly with the form given in the law of 1879, which differs materially from the form heretofore prescribed.

A law passed by the last legislature requires all official bonds to be acknowledged.

The treasurer's bond must therefore be acknowledged by him and his securities before some officer authorized by law to take acknowledgments. Notaries public and justices of the peace are so authorized. The bond should be acknowledged before approval by the trustees. The form of acknowledgements prescribed as follows:

STATE OF.....} ss.
COUNTY OF...} ss.

I,....., hereby certify that....., who are personally known to me to be the same persons whose names are subscribed to the foregoing instrument appeared before me this day in person and acknowledged that they signed, sealed and delivered said instrument as their free and voluntary act for the uses and purposes therein set forth.

Given under my hand and.....seal, this.....day of.....A. D.

COMPENSATION OF TREASURER.

Section seventy-two of the school law says that township treasurers shall receive, in full for their services, a compensation, to be fixed prior to their election [appointment], by the board of trustees. By the law previous to 1872 the treasurers had been paid certain commissions. While the language above quoted does not preclude the idea of paying them in this way, it seems to me that the change in the language is significant; and my recommendation is that in all cases the treasurer be paid a fixed salary. The salary should be commensurate with the duties and responsibilities of the office.

EXHIBIT TO DIRECTORS.

Within two days after the first Monday in April and October every township treasurer must make to each board of directors in his township an itemized statement of account with them during the preceding 6 months; and this statement must be balanced, and subscribed and sworn to. The April statement is most important of the two; and, since the directors are required to post both upon the door of the house where the election of directors is held upon the third Saturday in April, this statement should be transmitted to the directors promptly, within the time named in the law.

ELECTION OF TRUSTEE.

Section twenty-four of the school law was amended in 1877 by adding the following: "And where there are three or more school districts in any township, no two trustees shall reside when elected in the same school district." This provision of the law has been in many cases either overlooked or disregarded. It should be observed at the coming election.

When two trustees are to be chosen at an election, one to fill a vacancy and the other for a full term, the ballots should always specify which of the candidates named thereon is voted for to fill a vacancy, and which for a full term. Thus:

"For trustee for full term, Richard Roe."

"For trustee to fill vacancy, John Doe."

THE SCHOOL LAW.

If you have not yet received a copy of the School Law of 1879, send to your county superintendent for one. You are entitled to a copy and the supply is ample.

JAMES P. SLADE.

Supt. of Public Instruction.

HORSFORD'S ACID PHOSPHATE affords nourishment to the Cerebral and Nervous systems.

See what Hon. J. M. Archer has to say on page 16 of this issue.

RAILROADS.

Mr. JOHN W. Mass, General Passenger Agent of the St. Louis Division of the "Nashville, Chattanooga and St. Louis Railway," seems about to realize at last the full results of his quiet but also very effective labor.

For years he has had a laudable ambition to secure the close connection a "through line" would give the people to some point on the Atlantic coast in the Southeast.

This arrangement seems now about to be consummated by the new combination formed between this line and those controlled by the Louisville and Nashville Railroad.

Mr. Mass has made this end of the route very popular, not only with our St. Louis people but with others farther north and west who visit Florida to spend the winter.

He has offered every possible facility to thousands of people, old and young, by cheap excursion trains to Queen's Lake to spend a day in the woods. He has given the older people rest and recreation and the younger ones health and pleasure by these trips to this delightful summer resort so near the city.

To those who, in the winter, wished to escape the rigors of our more northern and western climate he has arranged for excursion tickets to Florida and return, and more and more the people here and those at a distance will avail themselves of these facilities in the near future.

Mr. Mass has thus made himself and the lines he represents not only very popular but very widely known, and we know we but voice the universal opinion of the people when we say that we hope he may remain to consummate fully the plans for which he has so long and so effectively labored.

THE WABASH, ST. LOUIS & PACIFIC RAILWAY has not only become the great "through car route" from St. Louis East, West, North and South, but it has become the ally and helper, in a special way, of every teacher and parent in the country. It has gone into the "educational business," so to speak, as well as the transportation business, on a large scale.

It starts out with "The Wabash Alphabet Primer," printed in illuminated red letters so attractive that "the children cry for it." The teachers and parents get it free by sending a postal card to H. C. Townsend, General Passenger Agent, or to W. R. Callaway, 120 North Fourth St., St. Louis, saying they want it.

They read it and learn how to go, when to go, where to go, and to whom to go for all the information desired as to this route and its connections.

In addition to this, they invite those who are studying Geography, old and young, to send at the same time and to the same parties for the "Tourist's Guide" of the Wabash, St. Louis & Pacific Railway, and this will also be sent free.

This guide, beautifully illustrated, gives interesting and valuable information about the pleasure and health resorts of Colorado, Minnesota, Northern Michigan, the Great Lakes, and the River St. Lawrence, with its thousand islands, and the attractive points at the seaside.

Mr. W. R. Callaway, at the Grand Union Ticket Office, 120 North Fourth street, has just laid on our table a map of the Wabash, St. Louis & Pacific Railway, showing its numerous branches and connections, containing also the St. Louis Fire Alarm Telegraph, with list of alarm

boxes—the whole thing neatly bound within a space of about two by three inches. No one need "go astray" with such helps and guides.

Call at 120 North Fourth Street, corner of Pine, St. Louis, and get a copy of all these documents, or drop a postal card to H. C. Townsend, General Passenger Agent, or W. R. Callaway, Agent Wabash, St. Louis & Pacific Railway, and they will send you the "Primer," a "Tourist's Guide," and a copy of the map of their line and its connections, containing the St. Louis Fire Alarm Telegraph.

That new route to Chicago, with its new cars and quick time, promises to create a sensation when fully inaugurated.

That Arkansas Endorsement on page 16, by Hon. J. M. Archer, we confess we are proud of. Did you read it? Will you please call the attention of other school officers to its statements? It will be a mutual benefit. Give us, if you can, 60 days notice, so we can get the goods to you in good time.

Rohrer's Bookkeeping.

The most complete system extant, and at prices below any other series.

N. B. Special terms made for introduction.

PRICES.

Primary.....	50
Lectures.....	1 00
Common School Edition.....	1 50
Counting House Edition.....	3 00
Key.....	2 00

A sample copy of either book for examination, will be sent by mail on receipt of half prior—or the five books for \$3 50.

The five books sent to teachers for examination for \$3 50, but only in reply to requests accompanied by the money.

W. J. GILBERT, Publisher.

9-9 209 N. Fourth Street, St. Louis, Mo.

Ayer's Sarsaparilla, For Purifying the Blood.


This compound of the vegetable alternatives, Sarsaparilla, Dock, Stillingia, and Mandrake, with the Iodides of Potash and Iron, makes a most effectual cure of a series of complaints that are very prevalent and afflicting. It purifies the blood, purges out the lurking humors in the system, that undermine health and settle into troublesome disorders. Eructions of the skin are the appearance on the surface of humors that should be expelled from the blood. Internal derangements are the determination of these same humors to some internal organ, or organ, whose action they derange, and whose substance they disease and destroy. Ayer's Sarsaparilla expels these humors from the blood. When they are gone, the disorders they produce disappear, such as Ulcerations of the Liver, Stomach, Kidneys, Lungs, Eructions and Eruptive Diseases of the Skin, St. Anthony's Fire, Rose or Erysipelas, Pimples, Pustules, Boils, Blotches, Tumors, Tetter and Salt Rheum, Scald Head, Ringworm, Ulcers and Sores, Rheumatism, Neuralgia, Pain in the Bones, Side and Head, Female Weakness, Sterility, Leucorrhœa arising from internal ulceration and uterine diseases, Dropsey, Dyspepsia, Emaciation and General Debility. With their departure health returns. Prepared by DR. J. C. AYER & CO., Lowell, Mass., Practical and Analytical Chemists. Sold by all druggists and dealers in medicine.

CENTRAL SCHOOL AGENCY.

W. S. & S. A. Stevenson, Managers, 514 Pine Street, St. Louis, Mo.

1. Introduces Teachers to Universities, Colleges, Seminaries, Academies, Public Schools of all grades, and Families.

2. Represents thoroughly competent Teachers who seek Positions.

3. Distributes Circulars of Colleges and Private Schools, and aids Parents in selecting good schools.

4. Sells, Buys and Exchanges School Property.

No Charge to those Seeking Teachers.
Recommended by highest educational authorities in all parts of the country. School officers are requested to give early notice of vacancies. Teachers seeking positions should send stamp for application form. Mention this paper.

14-80



Catarrh, Bronchitis, Asthma,
And the early stages of Consumption, are most successfully treated by the **INHALENE Carbolated OIL OF TAR**
and the most healing Balsams, which by simply breathing or inhaling is converted into a cleansing, healing and vitalizing vapor, and taken direct to the disease, where it heals as quickly as the best liniment heals an ordinary sore. It cures first by destroying the cause; second, by local application of soothing and healing vapor; third, by purifying, vitalizing and building up the system.

CAUTION Do not be deceived by worthless imitations, advertised by so-called doctors, who charge you a big fee, or two prices for the inhaler and medicines. Order **Inhalene** and secure the most reliable treatment at a reasonable price. **J. Price Miller, M. D., Physician-in-charge.** Office hours, 9 a. m. to 4 p. m. Professional advice by mail. State symptoms. Name this paper. Send for Circular. Address all letters to
HOME MEDICINE CO., S. W. Cor 10th and Arch Streets, Philadelphia, Pa.

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114 PINE STREET, ST. LOUIS, MO.

ARE COMPOSED OF PURE DISSOLVED BONE, COMBINED WITH AMMONIA, POTASH, AND SUCH OTHER ELEMENTS AS THE PLANT REQUIRES. Will increase crop from 50 to 100 per cent.

Prices Low. Goods A, 1.

Send for circulars and prices, and for the address of our nearest agent.

Agents Wanted in Every County.

Tools to Work With.

Will SCHOOL OFFICERS as well as TEACHERS, please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps as he can do without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is supplied with

BLACK BOARDS,

ALL AROUND THE ROOM,

A Set of Outline Maps,

A Set of Reading Charts,

A Set of Writing Charts,

A Set of Physiological Charts,

A Globe, Crayons, Erasers, &c., &c.

Blackboards of slated paper, that you can hang up for the children at home, or blackboards put on to every spare inch of surface in the school room are cheap and of great value for drawing and for illustrating the lesson. The best surface, that which has been tested for years, never failing to give entire satisfaction, is the HOLBROOK Liquid Slating.

Hon. S. R. Thompson, State Supt. of Public Instruction of Nebraska under date of Jan. 1, 1879, says: "The Slated Paper ordered for blackboards came promptly to hand. It is admirably adapted for the purpose—in fact it is all that can be desired—for a BLACK BOARD.

For circulars and other information, for EVERYTHING needed in schools, address with stamp, for reply, and send direct to

J. B. MERWIN,
Manufacturer & Dealer in School Supplies of all kinds,
8th Street, St. Louis, Mo.

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The Denver Fast Express with Pullman Day
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The Kansas Express Train leaves Kansas
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Camps, Pleasure and Health Resorts, and makes
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Denver.

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should go via the Kansas Division of the Union
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All persons in poor health or seeking re-
creation, and all students of nature should take
this route to the delightful Parks, the wonderful
Canyons, the lofty Mountains, the game-filled
Woodlands, sparkling Trout Streams and Min-
eral Springs.

All persons going to the West should pass
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DAYLIGHT.

The running time of the Denver Fast Express
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The greater portion of the great central wheat
belt—the best belt of agricultural land in Kan-
sas—in daylight, thus affording an excellent view
of that magnificent section of the Union, the
First Wheat Producing State, and fourth in rank
in the production of corn. This State possesses
superior advantages to agriculturists: The
lands of acres yet to be opened to actual settle-
ment under the Homestead Act, and the Union
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62,500 FINE FARMS

for sale in Kansas at prices and on terms within
the reach of all, and easily accessible to the
great through line. These beautiful and fertile
lands await cultivation, but the tide of immi-
gration which is constantly pouring into the
State, warrants the prediction that they will not
be in market long.

NOW IS THE ACCEPTED TIME.

Uncle Sam is no longer able to "give us all a
farm," but those who come first can have the
choicest land in the most refined communities.
Send for information.

Write to S. J. Gilmore, Land Commissioner,
Salina, Kansas, inclosing stamp, for a copy of
the "Kansas Pacific Homestead," and to Thos.
L. Kimball, Gen. Pass. and Ticket Agt., Kan-
sas City, Mo., for the "Colorado Tourist," and
"Illustrated Guide to the Rocky Mountains,"
and for such other information as you may de-
sire concerning the mines and resorts of Colo-
rado, or the lands of Kansas.

THOS. L. KIMBALL, Gen. Pass. & Ticket Agt.
Kansas City Mo.

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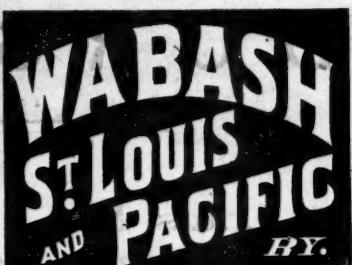
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No change of cars ST. LOUIS TO Boston, Mass.

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Salem, Arkansas, Jan., 1880.

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YEARS OF TRIAL, it gives me Pleasure to state that the

PATENT DESKS AND SEATS

WE PURCHASED OF YOU HAVE NOT ONLY PROVED VERY SUBSTANTIAL AND DURABLE, BUT THE WHOLE OUTFIT WE PURCHASED HAS BEEN SO SATISFACTORY THAT I TAKE GREAT PLEASURE IN SAYING

TO THE PEOPLE OF ARKANSAS
THAT IF THEY NEED ANYTHING WITH WHICH TO SUPPLY THEIR SCHOOLS, I AM CONFIDENT THE

DESKS, MAPS, GLOBES, CHARTS, LIQUID SLATING and other APPARATUS

MANUFACTURED AND SOLD BY YOU,

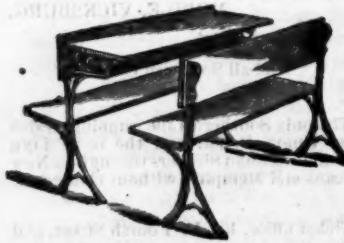
WILL GIVE ENTIRE SATISFACTION.

ANYTHING I CAN DO TO HELP BUILD UP THE CAUSE OF EDUCATION IN THIS STATE, SHALL BE DONE CHEERFULLY AND PROMPTLY AND YOU ARE AT LIBERTY TO REFER ANY PERSONS TO ME, WHO FEEL AN INTEREST IN SECURING THE BEST AND MOST DURABLE SCHOOL DESKS AND SCHOOL SUPPLIES MADE. VERY TRULY,

JAMES M. ARCHER.

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Combination Desk and Seat.



Desk and Seat.

Back Seat to start the rows with.

This "Combination Desk" is used in most of the schools in St. Louis, and answers a most

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Five sizes of the "Combination Desk and Seat" are made, to suit pupils of all ages.

Size 1, Double, High School, seating two persons from 15 to 20 years of age. Price,

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Back or starting seats to correspond with any size desk. Price,

These desks are the plainest and cheapest in price of any manufactured. The seats range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater, and more graceful in design than any other combination seat made. Teachers and school officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age. Floor space $3\frac{1}{4}$ by $2\frac{1}{4}$ feet.

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This question is eminently proper. The "Home-made Desks" are clumsy and ill-shaped at best—they cost nearly as much as the improved school desks in the first place. They soon become loose and rickety, as all wood desks do—and then they must be replaced by others, and when this is done you have paid more for the two lots of poor desks than the improved desks would have cost, and still have a poor desk. So the question answers itself. It is economy to buy good desks in the first place—for these will last as long as the school house stands.

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PATENT GOTHIC DESK.

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DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial of more than ten years, give entire satisfaction. The



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